

The beginning (preservice) special education teacher will demonstrate knowledge of and/or competency in the following **Common Core and Cross-Categorical Education** areas of study:

<p>1. Philosophical, Historical, and Legal Foundations of Special Education Common Core: (1997 SSC: 1.1-5; 2002 CEC: CC1K1-10, CC1S1; CR: II A; Praxis: <i>see designated test on category-specific competencies docs</i>) Cross-CAT: (1997 SSC: 1.1-6; 2002 CEC: GC1K1-9; CR: II A; Praxis 0353: I-C, II-A, II-C; 0542: I-A)</p>	<p>COMMON CORE (CC) CC1 [CCK1; 1.3] models, theories, and philosophies that provide the basis for special education practice CC2 [CC1K2; 1.5] laws, policies, procedures, and ethical principles regarding behavior management planning and implementation. CC3 [CC1K3; 1.2] relationship of special education to the organization and function of educational agencies, community agencies, and advocacy groups. CC4 [CC1K4] rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs. CC5 [CC1K5; 1.4] issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds. CC6 [CC1K6] issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services. CC7 [CC1K7] family systems and the role of families in the educational process. CC8 [CC1K8; 1.1] historical points of view and contribution of culturally diverse groups. CC9 [CC1K9] impact of the dominant culture on shaping schools and the individuals who study and work in them. CC10 [CC1K10] potential impact of differences in values, languages, and customs that can exist between the home and school. CROSS-CATEGORICAL COMPETENCIES (CAT) CAT1 [GC1K1; 1.5] definitions and issues related to the identification of individuals with mild/moderate disabilities. CAT2 [GC1K2, GC1K9; 1.3] knowledge and identification of models and theories of deviance and behavior problems, including theories of reinforcement and manifest determination in serving individuals with mild/moderate disabilities. CAT3 [GC1K3; 1.1] historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice. CAT4 [GC1K4, GC1K6; 1.6] legal basis and procedures including statutes, regulations, and case law which impact individuals with mild/moderate disabilities CAT5 [GC1K7] factors influencing over-representation of culturally/linguistically diverse students in programs for individuals with mild/moderate disabilities. CAT6 [GC1K8] principles of normalization, the concept of least restrictive environment, and substantive and procedural due process.</p>
<p>2. Development and Characteristics of Learners Common Core: (1997 SSC: 2.1-4; 2002 CEC:</p>	<p>COMMON CORE (CC) CC1 [2.1] similarities and differences in the development of individuals with and without disabilities CC2 [CC2K6] similarities and differences among individuals with exceptional learning needs.</p>

<p>CC1K1-10, CC1S1; CR: II A; Praxis: <i>see designated test on category-specific competencies docs</i>)</p> <p>Cross-CAT: (1997 SSC: 2.1-5; 2002 CEC: (1997 SSC: 2.1-5; 2002 CEC: GC2K1, GC4K4, GC4S8; CR: II A,B; Praxis 0353: I-C, II-A, II-C; 0542: none)</p>	<p>CC3 [2.4] effects of medical, psychosocial, genetic, and/or environmental conditions on the educational, cognitive, physical, social, behavioral, and emotional needs of individuals with disabilities</p> <p>CC4 [CC6K1] effects of cultural and linguistic differences on growth and development.</p> <p>CC5 [CC2K4] family systems and the role of families in supporting development.</p> <p>CC6 [CC2K7] effects of various medications on individuals with exceptional learning needs.</p> <p>CROSS-CATEGORICAL COMPETENCIES (CAT)</p> <p>CAT1 [GC2K1, GC4K4, GC4S8] life-span characteristics, etiology, early intervention, and transition issues as they affect individuals with mild/moderate disabilities (BD, LD, MH, POHI).</p> <p>CAT2 [GC2K3, GC2K4; 2.5] effects of medical, psychosocial, and/or environmental conditions on the educational, social, behavioral, and emotional needs of individuals with mild/moderate disabilities.</p> <p>CAT3 [2.5] effects of poverty in contributing to the development and/or sustaining of mild/moderate disabilities.</p> <p>CAT4 [2.4] effect of one or more disabilities on an individual=s learning.</p>
<p>3. Individual Learning Differences</p> <p>Common Core: (1997 SSC: 2.1-4; 2002 CEC: CC3K1-5; CR: II A,B; Praxis: <i>see designated test on category-specific competencies docs</i>)</p> <p>Cross-CAT: (1997 SSC: 4.1-6, 5.5; 2002 CEC: GC4K1-7, GC4S1-6,9-16; CR: III A-C; Praxis 0353: I-C, II-A, II-C; 0542: II-A,C,D)</p>	<p>COMMON CORE (CC)</p> <p>CC1 [CC3K1] effects an exceptional condition(s) can have on an individual=s life.</p> <p>CC2 [CC3K2] impact of learners= academic and social abilities, attitudes, interests, and values on instruction and career development.</p> <p>CC3 [CC3K3] variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs.</p> <p>CC4 [CC3K4] cultural perspectives influencing the relationships among families, schools and communities as related to instruction.</p> <p>CC5 [CC3K5] differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.</p> <p>CROSS-CATEGORICAL COMPETENCIES (CAT)</p> <p>CAT1 [GC3K1; 4.5] relationship among various school, community, cultural, and classroom factors in ameliorating or supporting existing disabilities, including, but not limited to, relationship between language impairment and reading acquisition (written, expressive, pragmatic language)..</p>
<p>4 .Instructional Strategies</p> <p>Common Core: (1997 SSC: 4.1-4; 2002 CEC: CC4S1-6; CR: III A-C; Praxis: <i>see designated test on category-specific competencies docs</i>)</p> <p>Cross-CAT: (1997 SSC:</p>	<p>COMMON CORE (CC)</p> <p>CC1 [CC4S1] strategies to facilitate integration into various settings.</p> <p>CC2 [CC4S2] strategies to teach individuals how to use self-assessment, problem solving, and other cognitive strategies to meet their needs.</p> <p>CC3 [CC4S3] selection, adaptation, and use of research-based instructional strategies and materials based on the learning needs of the student.</p> <p>CC4 [CC4S4] strategies to facilitate maintenance and generalization of skills across learning environments.</p> <p>CC5 [CC4S5] procedures to increase the individual=s self-awareness, self-</p>

<p>4.1-7, 5.4, 5.5; 2002 CEC: GC4K1-7, GC4S1-16; CR: III A-C; Praxis 0353: I-C, II-A, II-C; 0542: II-A,C,D)</p>	<p>management, self-control, self-reliance, and self-esteem. CC6 [4.5] supports for students making age- and grade-level transitions including the transition to adult life.</p> <p>CROSS-CATEGORICAL COMPETENCIES (CAT)</p> <p>CAT1 [GC4K1] sources of specialized materials, curricula, and resources for individuals with mild/moderate disabilities. CAT2 [GC4K3] advantages and limitations of instructional strategies and practices for teaching individuals with mild/moderate disabilities. CAT3 [GC4K4] prevention and intervention strategies for individuals at-risk for a disability. CAT4 [GC4K5] strategies for integrating student-initiated learning experiences into ongoing instruction. CAT5 [GC4K7, GC4S3, GC4K2; 4.4, 5.5] methods for guiding individuals in identifying and organizing critical content and for preparing for tests CAT6 [GC4S1; 4.1, 4.3] effective practices to integrate academic instruction, affective education, and behavior management for individual students and groups of students with mild/moderate disabilities. CAT7 [4.2] curricula for the instruction of academic, social, language, affective for individuals with mild/moderate disabilities. CAT8 [GC4S2] identifying and using accommodations, problem-solving, and other research-based methods of modifying the general education curriculum to increase access and success of students with mild/moderate disabilities. CAT9 [GC4S6] modifying pace of instruction and providing organizational cues. CAT10 [GC4S9] nonaversive techniques to control targeted behavior and maintain attention of individuals with mild/moderate disabilities. CAT11 [GC4S11] instructional methods designed to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval. CAT12 [GC4S12] using responses and errors to guide instructional decisions and to provide feedback to learners.</p>
<p>5. Learning Environments and Social Interactions Common Core: (1997 SSC: 5.1-7, 6.1-5; 2002 CEC: CC5K1-10, CC5S1-16; CR: III B,C; Praxis: <i>see designated test on category-specific competencies docs</i>) Cross-CAT: (1997 SSC: 5.1-8, 6.1-5; 2002 CEC: GC5K3, GC5S1-6; CR: III B,C; Praxis 0353: I-C, II-A, II-C; 0542: III-A-C)</p>	<p>COMMON CORE (CC)</p> <p>CC1 [5.1] effective classroom management theories, models, and techniques for individuals with disabilities incorporating research-supported practices. CC2 [CC5K4 & CC5S7] teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs, including the establishment and maintenance of rapport with individuals with and without exceptional learning needs. CC3 [CC5K5] social skills needed for educational and other environments. CC3 [6.3] strategies for crisis prevention/intervention. CC4 [CC5K7] strategies for preparing individuals to live harmoniously and productively in a culturally diverse world. CC5 [CC5K8] creating learning environments that allow individuals to retain and appreciate their own and each others= respective language and cultural heritage. CC6 [CC5K9-10] strategies used by diverse populations to cope with a</p>

	<p>legacy of former and continuing racism and the ways specific cultures are negatively stereotyped.</p> <p>CC7 [5.2] universal precautions to maintain healthy and safe environments.</p> <p>CC8 [CC5S2] identifying realistic expectations for personal and social behavior in various settings.</p> <p>CC9 [CC5S4-5, 9] modifying learning environment to manage behaviors, including those that encourage active participation in individual and group activities, self-advocacy, and increased independence.</p> <p>CC10 [6.2] community affiliation and advocacy issues and their influence on self-advocacy.</p> <p>CC11 [5.7] strategies for directing the activities of a classroom paraprofessional and others in an assistive role.</p> <p>CC12 [5.5] strategies for managing time, schedules, and other associated variables for providing instruction.</p> <p>CC13 [5.6] strategies for utilizing mentors and role models in programming for students with disabilities.</p> <p>CC14 [6.1] legal and ethical standards regarding behavioral support systems for individuals with disabilities.</p> <p>CC15 [6.4] analyzes communicative intent of behavior (i.e., behaviors are messages).</p> <p>CC16 [6.5] pragmatic language skills needed for social, educational, and functional-living environments.</p> <p>CROSS-CATEGORICAL COMPETENCIES (CAT)</p> <p>CAT1 [GC5K3] methods for ensuring individual academic success in one-to-one, small-group, and large-group settings.</p> <p>CAT2 [GC5S1, GC5S3] providing instruction in a variety of community-based and educational settings.</p> <p>CAT3 [GC5S4] teaching individuals with mild/moderate disabilities to give and receive meaningful feedback from peers and adults.</p> <p>CAT4 [GC5S5] problem-solving and conflict-resolution skills.</p> <p>CAT5 [GC5S6; 5.1] effective classroom management theories (including managing time, schedules, reinforcements, and other associated variables), models, and techniques for individuals with mild/moderate disabilities incorporating research-supported practices</p> <p>CAT6 [5.2, 5.3] understanding student-mediated instructional techniques, equipment, and specialized resources that can increase social and academic skills (e.g., peer tutoring, cooperative learning, adaptive equipment).</p>
<p>6. Communication</p> <p>Common Core: (1997 SSC:7.1-3; 2002 CEC: CC6K1-4, CC6S1-2; CR: III A,B; Praxis: <i>see designated test on category-specific competencies docs</i>)</p> <p>Cross-CAT: (1997 SSC:7.1-3; 2002 CEC:</p>	<p>COMMON CORE (CC)</p> <p>CC1 [CC6K2] characteristics of one's own culture and use of standard English and the ways in which these can differ from other cultures and uses of language.</p> <p>CC2 [CC6K3] ways of behaving and communicating that lead to more accurate interpretation and greater understanding among all cultural and linguistic groups.</p> <p>CC3 [CC6K4] augmentative and assistive communication strategies.</p> <p>CC4 [CC6S1] strategies to support and enhance communication skills of</p>

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<p>GC6K1-3; CR: III A,B; Praxis 0353: I-C, II-A, II-C; 0542: II-A)</p>	<p>individuals with exceptional learning needs. CC5 [CC6S2] communication strategies and resources that facilitate understanding of subject matter for students whose primary language is not the dominant language. CC6 [7.1] strategies to promote and provide access to information and facilities for individuals, families, school, and community. CROSS-CATEGORICAL COMPETENCIES (CAT) CAT1 [GC6K1] impact of language development and listening comprehension on academic and non-academic learning of individuals with mild/moderate disabilities. CAT2 [GC6K2] communication and social-interaction alternatives for non-verbal individuals with mild/moderate disabilities. CAT3 [GC6K3] typical language development and how that may differ for individuals with mild/moderate disabilities.</p>
<p>7. Instructional Planning Common Core: (1997 SSC: 4.1-5, 5.4; 2002 CEC: CC7K1-5, CC7S1-14, [CC8S8]; CR: III A-C; Praxis: <i>see designated test on category-specific competencies docs</i>) Cross-CAT: (1997 SSC: 4.1-7; 2002 CEC: GC7K1-2, GC7S1-3,6, 8; CR: III A-C; Praxis 0353: I-C, II-A, II-C; 0542: II-A,C,D)</p>	<p>COMMON CORE (CC) CC1 [CC7K1] theories and research that form the basis of curriculum development and instructional practice. CC2 [CC7K2] scope and sequences of general and special curricula. CC3 [CC7K3] national, Missouri, and local curricula standards. CC4 [5.4] strategies for using technology to enhance the teaching and learning environment. CC5 [4.4] techniques and assistive devices and services for modification of educational methods, materials, curricula, and physical environments CC6 [CC7K5] roles and responsibilities of the paraeducator related to instruction, intervention, and direct service. CC7 [CC8S8] making changes in instruction in response to assessment data. CROSS-CATEGORICAL COMPETENCIES (CAT) CAT1 [GC7K1] integrating academic instruction and behavior management for individuals and groups with mild/moderate disabilities. CAT2 [GC7K2] model career, vocational, and transition programs for individuals with mild/moderate disabilities. CAT3 [GC7S1] planning and implementing individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior. CAT4 [GC7S2] selecting and using specialized instructional strategies appropriate to the abilities and needs of the individual. CAT5 [GC7S3] planning and implementing age- and ability-appropriate instruction for individuals with mild/moderate disabilities, including understanding of and access points to the general education curriculum. CAT6 [GC7S6] designing and implementing instructional programs that address career education for individuals with mild/moderate disabilities. CAT7 [GC7S8] designing, implementing, and evaluating instructional programs that enhance social participation across environments.</p>
<p>8. Assessment, Diagnosis, Evaluation, and Programming</p>	<p>COMMON CORE (CC) CC1 [3.3] commonly used principles and terminology of psychometrics. CC2 [3.1] state and federal legal and ethical concerns, regulations, and</p>

<p>(Special Education Process) Common Core: (1997 SSC: 3.1-8; 2002 CEC: CC8K1-5, CC8S1-10; CR: III A,C; Praxis: <i>see designated test on category-specific competencies docs</i>) Cross-CAT: (1997 SSC: 3.1-8, 6.2, 6.5; 2002 CEC: GC8K1,3 GC8K3 GC8S1-3,5; CR: III A,C; Praxis 0353: I-C, II-A, II-C; 0542: I-A-C)</p>	<p>guidelines regarding compliance with the Special Education Process. CC3 [3.5] continuum of placement and service delivery models available for individuals with disabilities emphasizing appropriateness in meeting individual needs. CC4 [3.7] understanding the sequence and interrelatedness of each step of the Special Education Process, including the development and implementation of Individual Educational Plans and Individual Learning Plans. CC5 [3.2] appropriate selection, administration, modification, and interpretation of informal and formal assessment procedures and instruments. CC6 [3.6] methods of monitoring, recording, evaluating, and reporting performance of individuals with disabilities in the four domains (academic/vocational, domestic/self-help, recreational/leisure, community functioning). CC7 [3.8] the terminology and impact of medical, therapeutic, and educational information on assessment and programming. CC8 [3.4] strategies that consider the impact of diversity on assessment, eligibility, programming, and placement of individuals with disabilities. CROSS-CATEGORICAL COMPETENCIES (CAT) CAT1 [GC8K1, GC8S2; 3.2, 3.3] specialized terminology, state and federal identification criteria, and exceptionality-specific assessments for use with individuals with mild/moderate disabilities. CAT2 [GC8K3] types and importance of information concerning individuals with mild/moderate disabilities available from families and public agencies. CAT3 [GC8S1; 6.2, 6.5] procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with mild/moderate disabilities. CAT4 [GC8S3; 3.6] selecting, adapting, and modifying assessments to accommodate the unique abilities and needs of individuals with mild/moderate disabilities, including functional and curriculum-based assessment and analysis. CAT5 [GC8S5] monitoring behavior changes across subjects and activities.</p>
<p>9. Professional and Ethical Practices and Resources Common Core: (1997 SSC: 8.1-3, 4.3; 2002 CEC: CC9K1-4, CC9S1-12; CR: III A,B; Praxis: <i>see designated test on category-specific competencies docs</i>) Cross-CAT: (1997 SSC: 8.1-3; 2002 CEC: GC9K1-2, GC9S1-2; CR: III A,B; Praxis 0353: I-C, II-A, II-C; 0542: III-C)</p>	<p>COMMON CORE (CC) CC1 [CC9K1] personal cultural biases and differences that affect one=s teaching. CC2 [CC9K2] impact and value of teachers serving as effective role models for individuals with exceptional learning needs. CC3 [CC9K4] Methods of reflective practice that help one remain current regarding research-validated practice. CC4 [4.3] accessing and acquiring curricular content knowledge as needed. CC5 [8.2] ethical practices as defined by appropriate professional learned societies. CC6 [CC9S5] demonstrate commitment to developing the highest education and quality-of- life potential of individuals with exceptional learning needs.</p>

	<p>CC7 [CC9S6] demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals.</p> <p>CC8 [8.1] consumer organizations accessed by individuals with disabilities.</p> <p>CC9 [CC9S12] professional activities that benefit individuals with exceptional learning needs, their families, and one=s colleagues.</p> <p>CROSS-CATEGORICAL COMPETENCIES (CAT)</p> <p>CAT1 [GC9K1; 8.1] sources of unique services, networks, and organizations for individuals with mild/moderate disabilities.</p> <p>CAT2 [GC9K2, GC9S1] knowledge of and participation in organizations and publications relevant to individuals with mild/moderate disabilities.</p> <p>CAT3 [GC9S2] ethical responsibility to advocate for appropriate services for individuals with mild/moderate disabilities.</p>
<p>10. Collaborative Partnerships</p> <p>Common Core: (1997 SSC: 7.1, 7.3-9; 2002 CEC: CC10K1-4, CC10S1-11; CR: III A,B; Praxis: <i>see designated test on category-specific competencies docs</i>)</p> <p>Cross-CAT: (1997 SSC: 7.1, 7.3-11; 2002 CEC: GC10K1-4, GC10S1-4; CR: III A,B; Praxis 0353: I-C, II-A, II-C; 0542: II-C, III-B)</p>	<p>COMMON CORE (CC)</p> <p>CC1 [7.4] collaboration skills necessary to participate as an active and knowledgeable member of an educational team.</p> <p>CC2 [7.5] roles, responsibilities, and expertise of individuals with disabilities, families, teachers, administrators, ancillary and support personnel, and community in planning and delivering an individualized program.</p> <p>CC3 [7.3] strategies to address concerns of families, teachers, students, and community related to individuals with disabilities.</p> <p>CC4 [CC10K4] culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members.</p> <p>CC5 [7.6] strategies to address social and emotional issues that impact individuals with disabilities and their families.</p> <p>CC6 [7.7] general classroom settings, curriculum, and instructional strategies.</p> <p>CC7 [7.8] techniques that can be used to provide and support services in general education settings.</p> <p>CC8 [7.9] strategies for developing effective behavioral support systems within and across school and community settings.</p> <p>CROSS-CATEGORICAL COMPETENCIES (CAT)</p> <p>CAT1 [GC10K1, GC10S3; 7.1, 7.3, 7.8] family education programs and behavior management guides that address severe behavior problems and facilitate communication for individuals with mild/moderate disabilities.</p> <p>CAT2 [GC10K2] collaborative and/or consultative role of the special education teacher in the reintegration of individuals with mild/moderate disabilities.</p> <p>CAT3 [GC10K3; 7.7] roles of professional groups and referral agencies in identifying, assessing, and providing services to individuals with mild/moderate disabilities.</p> <p>CAT4 [GC10K4; 7.10, 7.11] co-planning and co-teaching methods to strengthen content acquisition of individuals with mild/moderate disabilities.</p>

	<p>CAT5 [GC10S1] using community and state resources to assist in programming with individuals with mild/moderate disabilities.</p> <p>CAT6 [GC10S2; 7.5] selecting, planning, and coordinating activities of related services personnel to maximize instruction for individuals with mild/moderate disabilities.</p> <p>CAT7 [GC10S4; 7.6] increasing partnership with families in order to meet the needs of students with mild/moderate disabilities and to support their academic and social skills in multiple settings.</p>
<p>11. Central Concepts, Tools of Inquiry, Structures of the Disciplines</p> <p>Common Core: (1997 SSC: 4.2; INTASC SPED Principle 1; 2002 CEC: CC7S1, CC7S6-7; CR: <i>none</i>)</p> <p>Cross-CAT: (1997 SSC: <i>none</i>; INTASC SPED Principle 1; 2002 CEC: GC4K6, GC4S1-5,10,13-16; CR: <i>none</i>; Praxis 0353: ; 0542: I-C)</p>	<p>COMMON CORE (CC)</p> <p>CC1 solid base of understanding in the content areas of math, reading, English/language arts, science, social studies, and the arts comparable to elementary generalist teachers. Special education teachers who teach content at the secondary level should demonstrate additional understanding in at least one content area (e.g., science, mathematics, history).</p> <p>CC2 [4.2] curricula for the instruction of motor, sensory, cognitive, academic, social, language, affective, and functional life skills for individuals with disabilities.</p> <p>CC3 [CC7S1] strategies for identifying and prioritizing areas of the general curriculum and accommodations for individuals with exceptional learning needs.</p> <p>CC4 [CC7S6] strategies for sequencing, implementing, and evaluating individualized learning objectives.</p> <p>CC5 [CC7S7] strategies for integrate affective, social, and life skills with academic curricula.</p> <p>CROSS-CATEGORICAL COMPETENCIES (CAT)</p> <p>CAT1 [GC4S10, GC4S13] identification of and research-based instructional strategies in essential concepts, vocabulary, basic structures and relationships within and across the curriculum.</p> <p>CAT2 [GC4S4, GC4S14, GC4S16, GC4S15] research-based reading methods and strategies appropriate to individuals with mild/moderate disabilities, with emphasis on systematic instruction in reading, fluency, comprehension, and monitoring strategies; accuracy, fluency, and comprehension in content area reading and written language; and in organizing and composing written products.</p> <p>CAT3 [GC6S1, GC6S2, GC6S4, GC6S3] research-based methods and strategies for teaching individuals with mild/moderate disabilities to check for spelling accuracy and generalization, for producing legible documents, and for enhancing vocabulary.</p> <p>CAT4 [GC4K6, GC4S5] appropriate research-based instructional strategies for increasing accuracy and proficiency in math calculations and applications.</p>